DOCUMENT RESUME

ED 336 304 SO 021 263

TITLE	Core Curriculum Outcomes: Elementary Social Studies, Grade K-3.
INSTITUTION	Michigan Council for the Social Studies, Lansing.
PUB DATE	91
NOTE	41p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Citizen Participation; *Core Curriculum; Democratic Values; *Elementary School Curriculum; Knowledge Level; Learning Activities; Primary Education; Skill Development; *Social Studies; State Standards; Student Educational Objectives
IDENTIFIERS	Michigan

ABSTRACT

These outlines of core curriculum outcomes for elementary social studies in grades K-3 in Michigan include each of the following areas for each grade level: core curriculum knowledge outcomes, core curriculum skill outcomes, core curriculum democratic values outcomes, and core curriculum civic participation outcomes. For each individual outcome several examples of learning activities designed to foster the specific outcome are given. (DB)

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CORE CURRICULUM OUTCOMES

ELEMENTARY SOCIAL STUDIES

GRADE K-3

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MICHIGAN COUNCIL FOR THE SOCIAL STUDIES

As seen through the eyes of the classroom teacher.

SO 021 263

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CORE CURRICULUM OUTCOMES

ELEMENTARY SOCIAL STUDIES

GRADE K-3

The **MICHIGAN COUNCIL FOR THE SOCIAL STUDIES** in order to provide quality service to its members has commissioned a team of teachers to develop Core Curriculum Outcomes for the Social Studies. Using the State Department of Education draft on Core Curriculum Outcomes the team developed the same Social Studies items in measurable student behaviors that could be understood by the general public.

Attached are the items that were developed for the K-3 grade level. It is the intention of the Michigan Council to continue developing the items for grades 4 thru 6 yet this spring and make them available at cost to local school districts.

The **MICHIGAN COUNCIL** encourages local school districts to duplicate these for all teachers, so each is aware of what is not only expected of their students but also to be aware of what is taught before and after their respective grade level.

The Core Curriculum Outcomes are presented in order, by grade levels, in this document. They however were developed one objective at a time, sequentially, by grades, so one could see the progression of that objective thru the ensuing years.

The **MICHIGAN COUNCIL FOR THE SOCIAL STUDIES** wishes to thank the school districts of Ann Arbor, Dowagiac Union Schools, Kalamazoo Public Schools, Warren Consolidated Schools, and West Ottawa Public Schools for allowing their social studies teachers to complete this project in a scholarly manner. More specifically M.C.S.S.'s thanks the efforts of its members: Jo Pattison, Terry Kuseske, Ann Gallegor, Ron Sartor, and Kristi Karlis for all of their diligent efforts.

The process used to develop these items in this manner it explained on the next page should individual districts wish to develop other grade level outcomes for social studies. For additional information regard this project or membership in M.C.S.S. please contact the M.C.S.S.'s executive director, Ron Sartor at 14301 Parkside, Warren, MI 48093.

CORE CURRICULUM OUTCOMES
ELEMENTARY SOCIAL STUDIES
GRADE K-3

Documents used to develop these items.

1. Michigan Department of Education
   Social Studies Core Curriculum Outcomes
   (Draft #2) November 1990
2. Essential Goals and Objectives
   for Social Studies Education
   in Michigan (K-12)
3. Defining social Studies in Education
   in Michigan (K-12)
4. Bloom Action Verbs for Classroom Action

#1. The Core Curriculum Social Studies Outcomes are based on the Essential Goals for Social Studies.

#2. The Essential Goals are further detailed with focus statements per groups of grade levels in the Defining document.

The team of teachers simply took the Core Curriculum Outcome item, found the goal it relates to in the Defining document, and developed a grade appropriate objective based on the focus statements for grades K-3.

The document as presented indicates the specific goal statement it came from for each item listed. For example the very first Core Curriculum Knowledge Outcome came from Knowledge goal #8b in the Essential document on page 26 as follows:

> #8.Understand geographic principles/concepts including relationships between people and the physical environment and the significance of place, location, region, interaction, and diffusion.
>
> b) Describe the physical environment

In the Defining document the focus statement on page 39 is as follows:

> In grades K-3 the focus is on developing an awareness of the neighborhood or community physical environment.

This statement then was developed into an appropriate grade level activity at each grade level K-3.

Many of the skill objectives were used when developing the content objectives for two main reasons. One can not develop the skills in a vacuum. The number of objectives were cut down at the same time by using the content. After all of the Core Curriculum Outcomes were developed the team simply placed them according to the order of Core Curriculum Outcomes document.
The key on the following pages to the right of each Core Outcome reflects the specific essential objective that was used in writing the Core outcome. (For example K1a refers to Knowledge goal number 1, objective a.)

Michigan Department of Education

CORE CURRICULUM OUTCOMES
ELEMENTARY SOCIAL STUDIES
GRADES K-3

Core Curriculum Knowledge Outcomes

As applied to personal, family, school and neighborhood life, and local communities, students will demonstrate knowledge of:

1. The five fundamental themes of geography (place, location, relationships within places, movement and region).
2. Historical continuity and change.
3. The basic functions of government.
4. The six fundamental concepts of economics (scarcity; opportunity cost; productivity; economic systems; economic institutions and incentives; exchange, money, and interdependence).
5. Cultural traditions and diversity.
6. Connections which link them to other parts of the world.

Core Curriculum Skill Outcomes

As applied to personal, family, school and neighborhood life, and local communities, students will demonstrate the ability to:

1. Construct meaning by reading and by gathering, interpreting and analyzing information.
2. Construct and interpret maps.
3. Make reasoned decisions about matters of public concern.
4. Express their ideas about society both orally and in writing.

Core Curriculum Democratic Value Outcomes

As applied to personal, family, school and neighborhood life, and local communities, students will begin to develop respect for:

1. Themselves as well as the rights and well being of others.
2. Cultural differences among people.
3. Fair classroom, school and community rules as well as local, state and national laws.

Core Curriculum Civic Participation Outcomes

As applied to personal, family, school and neighborhood life, and local communities, students will participate constructively in:

1. Drafting and upholding school rules.
2. Peaceful resolution of disputes between students.
3. Group decision-making.
4. Cooperative efforts to promote the common good in their local community.

Core Curriculum
KNOWLEDGE OUTCOMES
Grade K

As applied to personal life, students will demonstrate knowledge of the five fundamental themes of geography (place, location, relationships, within places. movement and region).

1. Students will list, tell, point out, or draw three things in nature that people need to survive. — K 4a, K 8b, S 4d

   e.g.: Food, shelter, clothing

2. Students will indicate, identify, draw or tell how food items are grouped in a grocery store. (Supermarket) — K 8c

   e.g.: Produce, meat, dairy, frozen foods, canned goods, bakery, packaged foods etc.

3. Students will explain, name, recite, or brainstorm the reasons for the location of grocery stores in their area. — K 8f, K 8h

   e.g.: Need, population, roads, land, water, utilities etc.

4. Students will name, identify and/or list names of adults they interact with on a given school day and then tell what needs are met by that person. — K 8i, K5 1m, Dv2b-c

   e.g.: Bus driver/transportation; parent/love; teacher/protection; librarian/stories

5. Students will list products used in the classroom and determine what is used to make them. — K 8g, S 1s

   e.g.: Paper/trees; lights/electricity; electricity/power; drinking fountain/water

6. Students will identify, locate, and/or point out the different areas of the classroom, make symbols representing those areas and then make classroom map using the symbols made. — K 8e, S 5a

   e.g.: Cut out shapes, place on map. Map may be butcher paper, sand table, or three dimensional.

7. Students will point out, distinguish, select and/or identify land and water areas on a globe. — K 8a-b, S 5c

   e.g.: Blue/water, Green-brown/land

8. Students will name, recall, recite or identify the names of the backgrounds of class members of various ethnic groups. — K 8j, K 10d, DV 3f, K 5b

   e.g. National and/or ethnic backgrounds

* Item taken from Essential Goals & Objectives documents

Core Curriculum
KNOWLEDGE OUTCOMES
Grade K

As applied to personal life, students will demonstrate knowledge of the historical continuity and change.

1. Students will identify, name, recall, and/or tell using a variety of senses where they get information about Holidays. — K 5a, K 4b, S 1a, S 1b-c
   e.g.: Videos, movies, filmstrips, audio tapes, speakers, visuals, family, friends, and software.

2. Students will name, recall, recite or identify the names of backgrounds Of class members of various ethnic groups. — K 5b, K 8j, K1l0d, DV 3f
   e.g.: National and/or ethnic backgrounds

3. Students will circle, trace, locate, and/or cut out pictures that relate to roles that family community members play. — K 5c, K 5h, S 4b
   e.g.: Firefighter, public safety officer

4. Students will name, identify, and/or list names of adults they interact with on a given school day and then tell what needs are met by that person. — K 5h, K 8i, DV 2b-c, S 1m
   e.g.: Bus driver/transportation; parent/love; teacher/protection; librarian/stories

As applied to personal life, students will demonstrate knowledge of the basic functions of government.

1. Students will describe, identify, recite or role play examples of school rules. — K 9a, DV 4a, DV 5f
   e.g.: Consult the rules of your school.

2. Students will participate in show and tell both as participants and as active listeners. — K 2b, DV 4b
   e.g.: Select some students to share what they heard in the Show and Tell session.

3. Students will list, identify, name, or recall classroom rules and roleplay how they can carry out the rules. — K 1c, DV 4d
   e.g.: Walk, listen, share, take turns etc.

4. Students will illustrate, state, or give examples of classroom rules and tell how the class benefits from them. — K 1a-b, DV 5c
   e.g.: Share - All students can learn because each takes part.

5. Students will list, name, or recall classroom rules, how they obey them, and how the rules benefit others. — K 1j, DV 5d
   e.g.: Walking in line - Provides fairness and safety for all etc.

6. Students will identify school rules and then indicate name, and/or paraphrase one rule that may have an exception and state the alternatives. — K 1d, S 1j, S 2c, S 4f
   e.g.: Planned exit for fires/Exit blocked School starting time/Doctor's appointment

Core Curriculum
KNOWLEDGE OUTCOMES
Grade K

As applied to personal life, students will demonstrate knowledge of the six fundamental concepts of economics.

1. Students will list, tell, write, or draw things such as food, shelter, and/or clothing that can be purchased then categorize the items either as wants or needs . — K 6a, S 1d

   e.g.: Ice cream/want; milk/need; shoes/need; vacation home/want

2. Students will collect coupons and identify, list, discuss and/or brainstorm why families use them. — K 7c, S 1f

   e.g.: Cheaper, larger quantities, more for less

3. Students will choose, find, locate and/or cut out from catalogues or newspaper magazines, pictures showing articles for sale then select, label, and/or tell which are needs and/or wants. — K 7a, S 1i

   e.g.: Yamaha bike/want; bicycle/need

4. Students will list, brainstorm, or identify food items that they buy and then construct, develop, create and/or build charts, graphs and/or experience stories indicating which items fill a need or a want. — K 7b, K 12c, S 1o

   e.g.: Sandwich vs. Candy; Fruit vs. Chips

5. Students will select, choose and/or identify a printed ad and tell why one would need to buy the item and what one liked about the ad. — K 7d, S 1p

   e.g.: Color, appeal, price, need etc.

As applied to personal life, students will demonstrate knowledge of cultural traditions and diversity.

1. Students will list, tell, point out, or draw three things in nature that people need to survive. — K 4a, K 8b, S 4d

   e.g.: Food, shelter, clothing

2. Students will identify, name, recall and/or tell using a variety of senses where they get information about Holidays. — K 4b, S 1a, S 1b-c, K 5a

   e.g.: Videos, movies, filmstrips, audio tapes, speakers, visuals, family, friends, and software.

3. Students will name, recall, recite or identify the names of the backgrounds of class members of various ethnic groups. — K 10d, K 8j, DV 3f, K 5b

   e.g. National and/or ethnic backgrounds

Core Curriculum
SKILL OUTCOMES
Grade K

As applied to personal life, students will demonstrate the ability to construct meaning by reading and by Fathering. Interpreting and analyzing information.

1. Students will identify, name, recall and/or tell using a variety of senses where they get information about Holidays. — S 1a, S 1b-c, K 4b, K 5a

   e.g.: Videos, movies, filmstrips, audio tapes, speakers, visuals, family, friends, and software.

2. Students will list, tell, write, or draw things such as food, shelter, and/or clothing that can be purchased then categorize the items either as wants or needs. — S 1d, K 6a

   e.g.: Ice cream/want; milk/need; shoes/need; vacation home/want

3. Students will collect coupons and identify, list, discuss and/or brainstorm why families use them. — S 1f, K 7c

   e.g.: Cheaper, larger quantities, more for less

4. Students will choose, find, locate and/or cut out from catalogues or newspaper magazines, pictures showing articles for sale then select, label, and/or tell which are needs and/or wants. — S 1i, K 7a

   e.g.: Yamaha bike/want; bicycle/need

5. Students will name, identify and/or list names of adults they interact with on a given school day and then tell what needs are met by that person. — S 1m, K 8i, DV 2b-c, K 5h

   e.g.: Bus driver/transportation; parent/love; teacher/protection; librarian/stories

6. Students will list products used in the classroom and determine what is used to make them. — S 1s, K 8g

   e.g.: Paper/trees; lights/electricity; electricity/power; drinking fountain/water

7. Students will list, brainstorm, or identify food items that they buy and then construct,develop, create and/or build charts, graphs and/or experience stories indicating which items fill a need or a want. — S 1o, K 7b, K 12c

   e.g.: Sandwich vs. Candy; Fruit vs. Chips

8. Students will select, choose and/or identify a printed ad and tell why one would need to buy the item and what one liked about the ad. — S 1p, K 7d

   e.g.: Color, appeal, price, need etc.

9. Students will find, locate, pick out, or cut out newspaper magazine ads and identify the company names. — S 4a

   e.g.: Meiers, Pizza Hut, MacDonalds, Dominos

10. Students will circle, trace, locate, and/or cut out pictures that relate to roles that community members play. — S 4b, K 5c, K 5h

    e.g.: Firefighter, Public safety officer

11. Students will identify, describe, recognize, and/or indicate which source was used when a teacher holds up an example of pictures and/or words etc. — S 4c

    e.g.: Magazine/Text/Newspaper/Charts etc.

12. Students will use their previously identified school rules and identify, indicate, name, and or paraphrase one rule that may have an exception and state the alternatives. — S 1j, S 2c, S 4f, K 1d

    e.g.: Planned exit for fires/Exit blocked School starting time/Doctor's appointment

13. Students will list, distinguish, explain, and/or suggest situations in the classroom where students are in conflict with each other and suggest possible resolutions. — S 1e, S 2a, DV 5g

    e.g.: Two wanting the same resource, play area and/or materials/Take turns or share
    Two going to the restroom the same time/Take turns

14. Students will list, tell, point out, or draw three things In nature that people need to survive. — S 4d, K 4a, K 8b

    e.g.: Food, shelter, clothing

As applied to personal life, students will demonstrate the ability to construct and interpret maps.

1. Students will identify, locate, and/or point out the different areas of the classroom, make symbols representing those areas and then make a classroom map using the symbols. — S 5a, K 8e

    e.g.: Cut out shapes, place on map. Map may be butcher paper, sand table, or three dimensional.

2. Using the classroom developed map students will label each area using a symbol and place it in its respective place on the map. — S 5b

    e.g.: Draw, color, words, models and/or cut out for symbols.

3. Students will point out, distinguish, select, and/or identify land and water areas on a globe. — S 5c, K 8a-b

    e.g.: blue/water, green-brown/land

4. Students will draw, cut out, and/or trace shapes representative of areas in the classroom. — S 5e

    e.g.: Book/reading center, Paint brush/art center

Core Curriculum
SKILL OUTCOMES
Grade K

As applied to personal life, students will demonstrate the ability to make reasoned decisions about matters of public concern.

1. Students will use their previously identified schooi rules and identify, indicate, name, and/or paraphrase one rule that may have an exception and state the alternatives. S 2c S 1j S 4f K 1d

   e.g.: Planned exit for fires/Exit blocked School starting time/Doctor's appointment

2. Students will list, distinguish, explain, and/or suggest situations in the classroom where students are in conflict with each other and suggest possible resolutions. S 2a S 1e DV 5g

   e.g.: Two wanting the same resource, play area and/or materials/Take turns or share
   Two going to the restroom the same time/Take turns

As applied to personal life, students will demonstrate the ability to express their ideas about society both orally and in writing.

1. Students will identify, pick out, state, and/or describe various leadership roles they play in the classroom and explain why the roles rotate. S 3 K 11a

   e.g.: Holder of flag, Milk or snack helper, Board eraser etc./ All students get an opportunity to lead.

2. Students will list examples of when one would laugh and/or cry and then express what they felt. S 3g

   e.g.: Birthday/Celebration, Pet dies/Sadness

3. Students will recognize, describe, define, and/or state they may belong to a variety of groups and then identify those groups they belong to. S 3h

   e.g.: Family/Kindergarten/Day care/School/Language, and/or culture related etc.

Core Curriculum

DEMOCRATLC VALUE OUTCOMES

Grade K

As applied to personal life, students will begin to develop respect for themselves as well as the rights and well being of others.

1. Students will choose, find, identify, or name things they do in class or activities they participate in and then label those which all have a right to and all should respect. DV 1a-c

   e.g. Right to: safety, learn, participate, be heard, privacy, fair and honest treatment etc.

As applied to Personal life, students will begin to develop respect for cultural differences among people.

2. Students will name, recall, recite or identify the names of the backgrounds of class members of various ethnic groups. DV 3f, K 8j, K 10d, K 5b

   e.g. National and/or ethnic backgrounds

As applied to personal life, students will begin to develop respect for fair classroom rules as well as local, state, and national laws.

3. Students will describe, identify, recite or role play examples of school rules. DV 4a, DV 5f, K 9a

   e.g. Consult the rules of your school.

4. Students will participate in show and tell both as participants and as active listeners. DV 4b, K 2b

   e.g. Select some students to share what they heard in the Show and Tell session.

5. Students will list identify, name, or recall classroom rules and roleplay how they can carry out the rules. DV 4d, K 1c

   e.g. Walk, listen, share, take turns etc.

6. Students will illustrate, state, or give examples of classroom rules and tell how the class benefits from them. DV 5c, K 1a-b

   e.g. Share - All students can learn because each take part.

7. Students will list, name, or recall classroom rules, how they obey them, and how the rules benefit others. DV 5d, K 1j

   e.g. Walking in line - Provides fairness and safety for all etc.

Core Curriculum
PARTICIPATION OUTCOMES
Grade K

As applied to personal life, students will participate constructively in drafting and upholding school rules.

1. Students will use their previously identified school rules and identify, indicate, name, and/or paraphrase one rule that may have an exception and state the alternatives. K 1d S 1j S 2c S 4f

   e.g. Planned exit for fires/Exit blocked School starting time/Doctor's appointment

As applied to personal life, students will participate constructively in peaceful resolution of disputes between students.

2. Students will list, distinguish, explain, and/or suggest situations in the classroom where students are in conflict with each other and suggest possible resolutions. S 1e S 2a DV 5g

   e.g.: Two wanting the same resource, play area and/or materials/Take turns or share
   Two going to the restroom the same time/Take turns

As applied to personal life, students will participate constructively in group decision-making.

3. Students will identify, pick out, state, and/or describe various leadership roles they play in the classroom and explain why the roles rotate. K 11a S 3f

   e.g.: Holder of flag, Milk or snack helper, board eraser etc./All students get an opportunity to lead.

4. Students will list examples of when one would laugh and/or cry and then express what they felt. S 3g

   e.g. Birthday/Celebration, Pet dies/Sadness

5. Students will recognize, describe, define, and/or state they may belong to a variety of groups and then identify those groups they belong to. S 3h

   e.g.: Family/Kindergarten/Day care/School/Language and/or culture related etc.

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 1

As applied to family life, students will demonstrate knowledge of the five fundamental themes of geography (place. location. relationships within places. movement and region).

1. Students will indicate, tell, identify, or draw where their family gets food, shelter, and clothing in their community. — K 4, K 8b, S 4d

   e.g.: Supermarket, Hardware Store, Department Store

2. Students will distinguish, point out, draw or cut out from magazines examples of clothing items that represent the four seasons in Michigan. — K 8c

   e.g.: shorts/summer, mittens/winter, umbrella/spring, sweater/fall

3. Students will point out, distinguish, outline, suggest or brainstorm the reasons for the location of clothing stores in their area. — K 10e

   e.g.: Need, population, roads, land, water, utilities etc.

4. Students will name, identify and/or list names of relatives they interact with on a given day and then tell what needs are met by them. — K 8i, S1m, DV 2b-c, K 5e, K 5f

   e.g.: Grandmother/acceptance; brother/companionship

5. Students will list how things are packaged around the house and then tell why they are packaged that way. — K 8g, S 1s

   e.g.: Pop/can; dry goods/box; clothes/bag

6. Students will color in a map of their school indicating the uses of each room. — K 8e, S 5a

   e.g.: Red/classroom; blue/gym; yellow/kitchen; purple/library

7. Students will compare, contrast, match, and/or differentiate the land and water areas on a map and/or globe. — K 8a-b, S 5c

   e.g.: Lakes, ocean, rivers, continents, countries etc.

8. Students will point out, tell about, recall, and/or display family activities that have a tie to their own national and/or ethnic background. — K 8j, K 10d, DV 3f, K 5a

   e.g.: Family activities, celebrations, and /or holidays etc.

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* Item taken from Essential Goals & Objectives documents

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 1

As applied to family life, students will demonstrate knowledge of historical continuity and change.

1. Students will draw, select pictures and/or photos representative of their immediate family and make, construct, and/or develop a graph representing the numbers in their household. K 5b K 5e S 1a

   e.g.: 2 person family/ 3 person family etc.

2. Students will point out, tell about, recall, and/or display family activities that have a tie to their own national and/or ethnic background. K 5a K 8j K 10d DV 3f

   e.g.: Family activities, celebrations, and/or holidays etc.

3. Students will compare, contrast, differentiate, and/or suggest the difference and similarities between two of the groups they belong to. K 5b K 10d S 3i

   e.g.: Family/Long term; Class/Single year

4. Students will draw, select pictures, and/or photos representative of their immediate family and make, construct and/or develop a graph representing the numbers in their household. K 5b K 5e S1a

   e.g.: 2 person family/ 3 person family etc.

5. Students will name, identify, and/or list names of relatives they interact with on a given day and then tell what needs are met by them. K 5f K 8i 'S 1m DV 2b-c

   e.g.: Grandmother/acceptance; brother/ companionship

6. Students will circle, trace, locate, and/or cut out pictures that relate to roles that community members play and then alphabetize them. K 5c S 4b

   e.g.: Firefighter, public safety officer, taxi driver

As applied to family life, students will demonstrate knowledge of the basic functions of government. K 9a DV 4a DV 5f

1. Students will define, illustrate, explain or describe rules that families have in common.

   e.g.: Picking up after yourself, honesty, consideration of persons and property, personal hygiene etc. K 2b DV 4b

2. Students will explain, suggest, express or brainstorm rules families have in common and then tell the pro's and con's for those rules.

   e.g.: Pro's and con's of picking up after yourself, honesty, consideration of persons and property, personal hygiene etc.

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 1

3. Students will select, define, state or tell their school rules and roleplay how they can carry out the rules. K 1c DV 4d

   e.g.: School facility use, tardy, library rules, public announcements, playground and/or lunch time rules, assembly behavior etc.

4. Students will illustrate, indicate, draw or give examples of school rules and tell how the class benefits from them. K 1a-b DV 5c

   e.g.: Fire drills - appropriate behavior etc.

5. Students will recall, name, indicate or share the school rules, how they obey them, and how the rules benefit others. K 1j DV 5d

   e.g.: Lunch rules - Provide safety, a place and time to eat etc.

6. Students will work with their previously defined rules that they roleplayed and identify, indicate, name, and/or paraphrase one rule that may have an exception that they can role play. K 1d S 2g S 4g

   e.g.: Students in library would exit with the librarian in case of a fire rather than return to their original classroom teacher.

As applied to family life, students will demonstrate knowledge of the six fundamental concepts of economics

1. Students will identify, recognize, choose, and/or distinguish monetary units and make a chart of how many it takes to make a $1.00 bill. K 6b S 1d

   e.g.: 100 pennies, 20 nickels, 10 dimes, 4 quarters and combinations of the above.

2. Students will list, identify, indicate, and/or point out items the family purchases and tell what kind of advertising affected that purchase. K 7c S 1f

   e.g.: Radio ads, coupons, clerk, commercial billboards etc.

3. Students will choose, find, locate, and/or cut out from catalogues or newspaper magazines, pictures showing articles for family use and select, label, and/or tell which are needs and/or wants. K 7a K 12b S 1i

   e.g.: Dish towel - need, Dishwasher - want; Dinner at home need, Meal out - want

4. Given a chart on the food groups students will make a list of food items they had for lunch today and tell how the food items fit into the proper category on the chart. K 7b K 12c S 1o

   e.g.: Macaroni/bread; cheese/dairy

5. Students will select, choose, and/or identify a printed ad and tell why one would want to buy the item and what one liked about the ad. K 7d S 1p

   e.g.: cost, availability, want

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 1

As applied to family life, students will demonstrate knowledge of cultural traditions and diversity.

1. Students will indicate, tell, identify, or draw where their family gets food, shelter, and clothing in their community. — K 4a, K 8b, S 4d

   e.g.: Supermarket, Hardware Store, Department Store

2. Students will point out, distinguish, outline, suggest, or brainstorm the reasons for the location of clothing stores in their area. — K 10e, K 8f, K 8h

   e.g.: Need, population, roads, land, sewer, water, utilities etc.

3. Students will point out, tell about, recall, and/or display family activities that have a tie to their own national and/or ethnic background. — K 10d, K 8j, DV 3f

   e.g.: Family activities, celebrations, and/or holidays etc.

4. Students will compare, contrast, differentiate, and/or suggest the differences and similarities between two of the groups they belong to. — K 10d, S 3i

   e.g.: Family/Long term; Class/Single year

Core Curriculum
SKILL OUTCOMES
Grade 1

As applied to family life, students will demonstrate the ability to construct meaning by reading and by gathering, interpreting and analyzing information.

1. Students will indicate, tell, identify, or draw where their family gets food, shelter, and clothing in their community. S 4d K 4a K 8b

   e.g.: Supermarket, Hardware Store, Department Store

2. Students will draw, select pictures, and/or photos representative of their immediate family and make, construct and/or develop a graph representing the numbers in their household. S 1a K 5e K 5b

   e.g.: 2 person family/ 3 person family etc.

3. Students will identify, recognize, choose, and/or distinguish monetary units and make a chart of how many it takes to make a $1.00 bill. S 1d K 6b

   e.g.: 100 pennies, 20 nickels, 10 dimes, 4 quarters, and combinations of the above

4. Students will list, identify, indicate, and/or point out items the family purchases and tell what kind of advertising affected that purchase. S 1f K 7c

   e.g.: Radio ads, coupons, clerk, commercial billboards etc.

5. Students will choose, find, locate, and/or cut out from catalogues or newspaper magazines, pictures showing articles for family use and select, label, and/or tell which are needs and/or wants. S 1i K 7a K 12b

   e.g.: Dish towel - need, Dishwasher - want; Dinner at home need, Meal out - want

6. Students will name, identify, and/or list names of relatives they interact with on a given day and then tell what needs are met by them. S 1m K 8i DV 2b-c

   e.g.: Grandmother/ acceptance; brother/companionship

7. Students will list how things are packaged around the house and then tell why they are packaged that way. S 1s K 8g

   e.g.: Pop/can; dry goods/box; clothes/bag

8. Given a chart on the food groups students will make a list of food items they had for lunch today and tell how the food items fit into the proper category on the chart. S 1o K 7b K 12c

   e.g.: Macaroni/bread; cheese/dairy

9. Students will select, choose, and/or identify a printed ad and tell why one would want to buy the item and what one liked about the ad. S 1p K 7d

   e.g.: Cost, availability, want

10. Students will find, locate, pick out, or cut out newspaper headline words that start with the same letters. S 4a

    e.g.: Arab, Arrest, Airport/ Bank, Bush, Baseball

11. Students will circle, trace, locate, and/or cut out pictures that relate to roles that community members play and then alphabetize them. S 4b K 5c

    e.g.: Firefighter, Public safety officer, Taxi driver

12. Students will identify, differentiate, distinguish, and/or indicate pictures and label or name each from a picture dictionary as well as tell where they are found in beginning middle or back of the book. S 4c

    e.g.: Cactus/beginning, Mountain/Middle, Rain/Back

13. Students will identify, account for, distinguish, and/or express where specific answers would be found in which parts of a book. S 4g

    e.g.: Table of Contents/Number of Chapters, Publishing Co./Title Page, Non word information/Pictures etc.

14. Students will work with their previously defined rules that they roleplayed and identify, indicate, name, and/or paraphrase one rule that may have an exception that they can role play. S 4g S 2g K 1d

    e.g.: Students in library would exit with the librarian in case of a fire rather than return to their original classroom teacher.

15. Students will list, record, name, and/or illustrate the various duties or things they can do by themselves at home and determine why they are allowed to do so. S 1k K 11b K 11d

    e.g.: Reading to siblings/age and ability; Pick out clothes for school/ age, ability, and expertise; Get emergency help/ ability, education etc.

As applied to family life, students will demonstrate the ability to construct and interpret maps.

1. Students will color in a map of their school indicating the uses of each room. S 5a K 8e

   e.g.: Red/classroom; blue/gym; yellow/kitchen; purple/library

2. Students will develop and/or build an awareness of the four cardinal directions of the school and then apply the directions to the student's classroom and other used facilities. S 5b

   e.g.: Make cardinal signs, post in the classroom and other areas used in the building.

3. Students will compare, contrast, match, and/or differentiate the land and water areas on a map and/or globe. S 5c K 8a-b

   e.g.: Lakes, oceans, rivers, continents, countries etc.

4. Using the school map students will make symbols representing the use of each room and then place them in the proper location on the map. S 5e

   e.g.: Desk/Classroom; Food/Kitchen; Ball/Gym

Core Curriculum
SKILL OUTCOMES
Grade 1

As applied to family life, students will demonstrate the ability to make reasoned decisions about matters of public concern

1. Students will work with their previously defined rules that they roleplayed and identify, indicate, name, and/or paraphrase one rule that may have an exception that they can role play. S 4g S 2g K 1d

   e.g: Students in library would exit with the librarian in case of a fire rather than return to their original classroom teacher.

2. Students will list, distinguish, explain, and/or suggest situations in the classroom where students are in conflict with each other and suggest how to resolve the problem. S 2a S 3a S 3j DV 5g

   e.g.: Student in the library wants the same books as another student/Take turns, draw straws/Ask librarian etc.

As applied to family life, students will demonstrate the ability to express their ideas about society both orally and in writing.

1. Students will list, distinguish, explain, and/or suggest situations in the classroom where students are in conflict with each other and suggest how to resolve the problem. S 2a S 3a S 3j DV 5g

   e.g.: Student in the library wants the same books as another student/Take turns, draw straws/Ask librarian etc.

1. Students will list illustrate, explain, and/or choose examples of how they express themselves and tell when it is proper and/or improper to do so. S 3e K 12c DV 2e DV 5j

   e.g.: Laughing at cartoon is proper/ Hurt someones feeling is improper; Anger expressed to someone is proper/Hit someone is improper.

2. Students will compare, contrast, differentiate, and/or suggest the differences and similarities between two of the groups they belong to. S 3i K 10d

   e.g.: Family/Long term; Class/Single year

Core Curriculum
DEMOCRATIC VALUE OUTCOMES
Grade 1

As applied to family life, students will begin to develop respect for themselves as well as the rights and well being of others.

1. Students will identify, distinguish, give examples, or illustrate things that take place at home or that the family participates in and then label those things that all family members have a right to and should respect. DV 1a-c

   e.g. Right to: safety, participate, be heard, privacy, fair and honest treatment etc.

As applied to family life, students will begin to develop respect for cultural differences among people.

2. Students will point out, tell about, recall and/or display family activities that have a tie to their own national and/or ethnic background. DV 3f, K 8j, K 10d

   e.g. family activities, celebrations, and/or holidays etc.

As applied to family life, students will begin to develop respect for fair classroom rules as well as local, state, and national laws.

3. Students will define, illustrate, explain or describe rules that families have in common. DV 4a, DV 5f, K 9a

   e.g. Picking up after yourself, honesty, consideration of persons and property, personal hygiene etc.

4. Students will explain, suggest, express or brainstorm rules families have in common and then tell the pro's and con's for those rules. DV 4b, K 2b

   e.g. Pro's and con's of picking up after yourself, honesty, consideration of persons and property, personal hygiene etc.

5. Students will select, define, state or tell their school rules and roleplay how they can carry out the rules. DV 4d, K 1c

   e.g. School facility use, tardy, library rules, public announcements, playground and/or lunch time rules, assembly behavior etc.

6. Students will illustrate, indicate, draw or give examples of school rules and tell how the class benefits from them. DV 5c, K 1a-b

   e.g. Fire drills - appropriate behavior etc.

7. Students will recall, name, indicate or share the school rules, how they obey them, and how the rules benefit others. DV 5d, K 1j

   e.g. Lunch rules - Provide safety, a place and time to eat etc.

Core Curriculum
CIVIC PARTICIPATION OUTCOMES
Grade 1

As applied to family life, students will participate constructively in drafting and upholding school rules.

1. Students will work with their previously defined rules that they roleplayed and identify, Indicate, name and/or paraphrase one rule that may have an exception that they can role play. — K 1d, S 2g, S 4g

   e.g.: Students in library would exit with the librarian in case of a fire rather than return to their original classroom teacher.

As applied to family life, students will participate constructively in peaceful resolution of disputes between students.

2. Students will list, distinguish, explain, and/or suggest situations in the classroom where students are in conflict with each other and suggest how to resolve the problem. — S 2a, S 3a, S 3j, DV 5g

   e.g.: Student in the library wants the same book as another student/Take turns, draw straws/Ask librarian etc.

As applied to family life, students will participate constructively in group decision-making.

3. Students will list, record, name, and/or illustrate the various duties or things they can do by themselves at home and determine why they are allowed to do so. — K 11b, K 11d, S 1k

   e.g.: Reading to siblings/age and ability; Pick out clothes for school/age, ability and expertise; Get emergency help/ability, education etc.

4. Students will list, illustrate, explain, and/or choose examples of how they express themselves and tell when it is proper and/or improper to do so. — K 12c, S 3e, DV 2e, DV 5j

   e.g.: Laughing at Cartoon is proper/ Hurt someones feelings is improper; Anger expressed to someone is proper/Hit someone is improper

5. Students will compare, contrast, differentiate, and/or suggest the differences and similarities between two of the groups they belong to. — K 10d, S 3i

   e.g.: Family/Long term; Class/Single year

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 2

As applied to school and neighborhood life, students will demonstrate knowledge of the five fundamental themes of geography (places, location, relationships within places, movement and region).

1. Students will select, tell, recite, or draw what things are found in their community that give us food, shelter, or clothing. — K 4a, K 8b, S 4d
   e.g.. Home gardens, lumber, wool/sheep
2. Students will explain, generalize, illustrate or cut out from newspapers the various types of human shelter found throughout the world. — K 8c
   e.g.: Home (apartment/condo/trailer), tents, caves, igloos, etc.
3. Students will determine, describe, explain, predict, or brainstorm the reasons for the location of shelters throughout the world. — K 8f, K 8h, K 10e
   e.g.: Climate, environment, culture, population, roads, land, sewer, water, utilities etc.
4. Students will name, identify, and/or list names of people in the neighborhood that they interact with on a given day and then tell what needs are met by them. — K 8i, S 1m, DV 2b-c, K 5C
   e.g.: Kids/playmates; mail carrier/communication; newscarrier/entertainment
5. Students will draw a map of the school property and label buildings, major drives, and trees etc. — K 8e, S 5a
   e.g.: Playground, parking lot, school, entrances, signs, flag pole etc.
6. Students will locate, identify, indicate, and/or explain the cardinal directions in relationship to the land and water areas on a map and/or a globe. — K 8a-b, S 5c
   e.g.: Atlantic Ocean east of North America Europe north of Africa etc.

As applied to neighborhood life, students will demonstrate knowledge of historical continuity and change.

1. Students will discuss, record, give examples of or share activities, celebrations, and/or holidays that take place in their neighborhood. — K 5a, K 4b, K10 a-b, DV 3f
   e.g.: Parades, festivals, dinners, picnics, etc.
2. Interview public safety persons and describe, distinguish or list community rules that provide safety for all in the community. — K sb, K 1j, DV 5d
   e.g.: Firefighter/Stop, drop, and roll; Smoke detector/Don't play with matches etc.
3. Students will point out, tabulate, identify, and/or distinguish the various work roles of members of their family and school community. — K 5c, K 5f, K 5d, S 1a
   e.g.: Cook, librarian, teacher, principal, custodian, secretary, nurse etc.

* Item taken from Essential Goals & Objectives documents

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 2

4. Students will name, identify, and/or list names of people in the neighborhood that they interact with on a given day and then tell what needs are met by them. — K 5c, K 8i, S 1m, DV 2b-c

   e.g.: Kids/playmates; mail carrier/communication; news carrier/entertainment

5. Students will determine, describe, define, and/or state groups that their parents belong to and then tell how these groups benefit its members. — K 5g, K 10d, S 3i

   e.g.: Union/job security; Religion/support; League/recreation entertainment etc.

6. Students will use previously developed work roles and distinguish, contrast, compare, and/or give examples of the differences in the work roles. — K 5c, K 11c, S 1k

   e.g.: Cook/Prepares food; Teacher/Conducts class; Nurse/Puts on band aid; Librarian/Checks out books etc.

As applied to neighborhood life, students will demonstrate knowledge of the basic functions of government.

1. Students will illustrate, compare, indicate or describe laws that neighborhoods have in common. — K 9b, DV 4a, DV 5f

   e.g.: Safety, equal access to public facilities, privacy, codes, etc.

2. Students will distinguish, describe, write, or brainstorm about rules that neighborhoods have in common and then tell the pro's and con's for those rules. — K 2b, DV 4b

   e.g.: Pro's and con's for safety, equal access to public facilities, privacy, codes, etc.

5. Using Sunday newspaper magazines students will cut out examples of community rules and demonstrate compliance with them. — K 2c

   e.g. Safety codes, auto or people safety signs etc.

6. Students will illustrate, describe, compare or give examples of community rules and tell how the class benefits from them. — K 1a-b, DV 5c

   e.g.: Traffic safety - Flow of people, bikes, autos etc.

7. Interview public safety persons and describe, distinguish or list community rules that provide safety for all in the community. — K 1j, DV 5d

   e.g.: Firefighter/Stop, drop, and roll; Smoke detector/Don't play with matches etc.

As applied to neighborhood life, students will demonstrate knowledge of the six fundamental concepts of economics.

1. Students will identify, brainstorm, point out, and/or recall the various ways they acquire money for personal spending and make a chart how the money is used. — K 6c, S 1d

   e.g.: Ask parents, gifts, allowances, chores/ Banked, lunch treats, classroom activities, contribute to family needs etc.

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 2

2. Students will list services provided in the neighborhood and tell why that specific service was selected. K 7c S 1f

   e.g.: Proximity, cost, availability, reputation, habit

3. Students will choose, find, locate, and/or cut out from catalogues or newspaper magazines, pictures showing articles for school use and then tell why that specific item was purchased and tell what led them to buy that item. K 7a K 12b S 1i

   e.g.: Back pack vs. paper bag; Lunch box vs. paper bag

4. Students will list products, services , and/or energy sources used in school and then tell how they could get by with using each one less to save energy and the environment. K 7e S 1s

   e.g.: Writing both sides of a paper; lights out by the window; lights off while out of the room; cans/plastic/paper recycled

5. Students will make a list of items they ate for breakfast then categorize the items according to the food groups and then make a chart tallying how students in the class ate what in what category. K 7b K 12c S 1o

   e.g.: 15 students- muffins/bread; 20 students/milk; 2 students/meat etc.

6. Students will create, design, draw, and/or write about an ad to sell something they think everyone needs and have others tell why they would or would not purchase the item. K 7d S 1p S 2g

   e.g.: Clothing items, food, entertainment

As applied to school and neighborhood life, students will demonstrate knowledge of cultural traditions and diversity.

1. Students will select, tell, recite, or draw what things are found in their community that give us food, shelter, or clothing. K 4a K 8b S 4d

   e.g.: Home gardens, lumber, wool/sheep

2. Students will determine, describe, explain, predict, or brainstorm the reasons for the location of shelters throughout the world. K 8f K 8h

   e.g.: Climate, environment, culture, population, roads, land, sewer, water, utilities etc.

3. Students will discuss, record, give examples of or share activities, celebrations, and/or holidays that take place in their neighborhood. K 10a-b K 4b DV 3f

   e.g.: Parades, festivals, dinner, picnics etc.

4. Students will determine, describe, define, and/or state groups that their parents belong to and then tell how these groups benefit its members. K 10d K 5g S 3i

   e.g.: Union/Job security; Religion/Support; League/Recreation Entertainment etc.

Core Curriculum
SKILL OUTCOMES
Grade 2

As applied to neighborhood life, students will demonstrate the ability to construct meaning by reading and by gathering, interpreting and analyzing information.

1. Students will select, tell, recite, or draw what things are found in their community that give us food, shelter, or clothing. — S 4d, K 4a, K 8b

   e.g.: Home gardens, lumber, wool/sheep

2. Students will point out, tabulate, identify, and/or distinguish the various work roles of members of their family and school community. — S 1a, K 5c, K 5f

   e.g.: Cook, librarian, teacher, principal, custodian, secretary, nurse etc.

3. Students will identify, brainstorm, point out, and/or recall the various ways they acquire money for personal spending and make a chart how the money is used. — S 1d, K 6c

   e.g.: Ask parents, gifts, allowances, chores/banked, lunch, treats, classroom activities, contribute to family needs etc.

4. Students will list services provided in the neighborhood and tell why that specific service was selected. — S 1f, K 7c

   e.g.: Proximity, cost, availability, reputation, habit

5. Students will choose, find, locate, and/or cut out from catalogues or newspaper magazines, pictures showing articles for school use and then tell why that specific item was purchased and tell what led them to buy that item. — S 1i, K 7a, k 12b

   e.g.: Back pack vs paper bag; Lunch box vs. paper bag

6. Students will name, identify, and/or list names of people in the neighborhood that they interact with on a given day and then tell what needs are met by them. — S 1m, k 8i, DV 2b-c

   e.g.: Kids playmates; mail carrier/communication; news carrier/entertainment

7. Students will list products, services, and/or energy sources used in school and then tell how they could get by with using each one less to save energy and the environment. — S 1s, K 7e

   e.g.: Writing both sides of a paper; lights out by the window; lights off while out of the room; cans/plastic/paper recycled

8. Students will make a list of items they ate for breakfast then categorize the items according to the food groups and then make a chart tallying how students in the class ate what in what category. — S 1o, K 7b, k 12c

   e.g.: 15 students-muffins, bread; 20 students/milk; 2 students/meat

9. Students will create , design, draw, and/or write about an ad to sell something they think everyone needs and have others tell why they would or would not purchase the item. — S 1p, k 7d, S 2g

   e.g.: Clothing items, food, entertainment

10. Students will find, locate, pick out, or cut out newspaper headline words that sound alike. i.e. long a sound — S 4a

    e.g.: Cake, Mail, Date, Sale

11. Students will draw, produce, illustrate, and/or develop Rebus pictures of basic words and community roles. — S 4b

    e.g.: A (lake picture) is surrounded by (land picture).

12. Students will locate, identify, account for, and/or recognize words relating to map and globe skills using a glossary of the social studies text. — S 4c

    e.g.: Plain, dessert, hills, valley

13. Students will identify, account for, distinguish, and/or express where specific information would be found by using the social studies text. — S 4g

    e.g.: Glossary/Meaning of words; Chapter Headings/Major topics; Captions/Under pictures

As applied to school and neighborhood life, students will demonstrate the ability to construct and interpret maps.

1. Students will draw a map of the school property and label buildings, major drives, and trees etc. — S 5a, K 8e

    e.g.: Playground, parking lot, school, entrances, signs, flag pole etc.

2. Using student developed school property maps students will locate, identify, indicate, and/or explain the cardinal directions in relationships to the items labeled. — S 5b

    e.g.: Playground is north of the school Teacher's parking lot is west of the playground

3. Students will locate, identify, indicate, and/or explain the cardinal directions in relationship to the land and water areas on a map and/or a globe. — S 5c, K 8a-b

    e.g.: Atlantic Ocean east of North America Europe north of Africa etc.

4. Students will draw a map key using symbols representing the items on the school property map. — S 5e

    e.g.: Building/school; Swing set/playground; Car/parking lot

As applied to neighborhood life, students will demonstrate the ability to make a reasoned decisions about matters of public concern.

1. Students will make, prepare, suggest, and/or develop a list of school rules and determine what would happen if the rules(s) did not exist. — S 2d, S 2e, S 1r

    e.g.: All classes have assigned exits out of the building/without this rule there would be congestion.

Core Curriculum
SKILL OUTCOMES
Grade 2

As applied to neighborhood life, students will demonstrate the ability to express their ideas about society both orally and in writing.

1. Students will role play, perform, practice, and/or demonstrate a dispute in the classroom while the class listens and then responds on ways to resolve the dispute. S 3b S 3c DV 5g

   e.g.: Disagreement on playground/Get adult help or walk away.

2. Students will determine, describe, define, and/or state groups that their parents belong to and then tell how these groups benefit its members. S 3i K 10 K 5g

   e.g.: Union/Job security; Religion/Support; League/Recreation entertainment etc.

Core Curriculum
DEMOCRATIC VALUE OUTCOME
Grade 2

As applied to school and neighborhood life, students will begin to develop respect for themselves as well as the rights and well being of others.

1. Students will give examples, predict, suggest or brainstorm about the things that take place in the neighborhood or that the neighborhood participates in and then label those things that all families have a right to and should respect. DV 1a-c

   e.g. Right to: safety, privacy, fair and honest treatment, equal access to public facilities etc.

As applied to school and neighborhood life, students will begin to develop respect for cultural differences among people .

2. Students will discuss, record, give examples of or share activities, celebrations, and/or holidays that take place in their neighborhood. DV 3f R 4b K 10ab K 5a

   e.g. Parades, festivals, dinners, picnics etc.

As applied to school and neighborhood life, students will begin to develop respect for fair classroom rules as well as local, state, and national laws.

3. Students will illustrate, compare, indicate or describe flaws that neighborhoods have in common. DV 4a DV 5f K 9b

   e.g. Safety, equal access to public facilities, privacy, codes, etc.

4. Students will distinguish, describe, write, or brainstorm about rules that neighborhoods have in common and then tell the pro's and con's for those rules. DV 4b K 2b

   e.g. Pro's and con's for safety, equal access to public facilities, privacy, codes, etc.

5. Using Sunday newspaper magazines students will cut out examples of community rules and demonstrate compliance with them. K2c

   e.g. Safety codes, auto or people safety signs etc.

6. Students will illustrate, describe, compare or give examples of community rules and tell how the class benefits from them. DV 5c K 1a-b

   e.g. Traffic safety - Flow of people, bikes, autos etc.

7. Interview public safety persons and describe, distinguish or list community rules that provide safety for all in the community. DV 5d K 1j K 5b

   e g. Firefighter/ Stop, drop, and roll; Smoke detector/ Don't play with matches etc.

Core Curriculum
CIVIC PARTICIPATION OUTCOMES
Grade 2

As applied to, school and neighborhood life, students will participate constructively in drafting and upholding school rules.

1. Students will make, prepare, suggest, and/or develop a list of school rules and determine what would happen if the rules(s) did not exist. S 1r S 2d S 2e

   e.g.: All classes have assigned exits out of the building/Without this rule there would be congestion.

As applied to, school and neighborhood life, students will participate constructively in peaceful resolution of disputes between students.

2. Students will roleplay, perform, practice, and/or demonstrate a dispute in the classroom while the class listens and then responds on ways to resolve the dispute. S 3b S 3c DV 5g

   e.g.: disagreement on playground/Get adult help or walk away.

As applied to, school and neighborhood life, students will participate constructively in group decision-making.

3. Students will use previously developed work roles and distinguish, contrast, compare, and/or give examples of the differences in the work roles. K 11c S 1k K 5c

   e.g.: Cook/Prepares food; Teacher/Conducts class; Nurse/Puts on band aid; Librarian/Checks out books etc.

4. Students will list, illustrate, explain, and/or choose examples of what makes others angry and then role play how to deal with the example. K 12d DV 1b

   e.g.: Cutting in line/Tell adults; Fight in progress/Walk away, tell adult etc.

5. Students will determine, describe, define, and/or state groups that their parents belong to and then tell how these groups benefit its members. K 10d S 3i K 5g

   e.g.: Union/Job security, Religion/Support, League/Recreation Entertainment etc.

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 3

As applied to local communities, students will demonstrate knowledge of the five fundamental themes of geography (place, location, relationships within places movement and region).

1. Students will describe, tell, express, or draw what things come from outside their community from anywhere in the world. K 4a K 8b S 4d

   e.g.: Bananas, oil, silk

2. Students will brainstorm, describe, point out or label examples of food, shelter, and clothing and then identify only those items that are found in nature in their own community today. K 8c K 8d

   e.g.: Specific sources of food, shelter, and clothing found naturally in their community.

3. Students will illustrate, determine, conclude, explain, or brainstorm why their community is where it is and how it changed over a period of time. Make this comparison to other communities studied. K 8f K 8h

   e.g.: Climate, transportation links, ethnic ties, natural resources etc.

4. Students will collect newspaper articles showing examples of waste and state alternatives in order to conserve energy. K 3a S 1s

   e.g.: oil slick/double bottom boats; garbage collection/recycling; grass clippings/compost etc.

5. Students will distinguish, list, identify, and/or classify major public facilities and label them on a map of their own community. K 8e K 5b S 5a

   e.g.: Library, city hall, museums, parks, shopping areas, recreation areas etc.

6. Students will locate Michigan on a map and/or globe, then label, identify, indicate, and/or locate the cardinal and/or intermediate directions of major land and water areas in relation to their state. K 8a-b S 5c

   e.g.: Michigan is west of the Atlantic ocean, Mexico is southwest of Michigan

As applied to local communities, students will demonstrate knowledge of historical continuity and change.

1. Students will point out, tabulate, identify, and/or distinguish the various occupations of the members of their community. K 5c K 5g-h S 1a

   e.g.: Mother is a lawyer, firefighter, doctor, teacher, salesperson etc.

2. Students will discuss the effects building a highway would have on their community. K 5b K 5i S 1f

   e.g.: Cut down on traffic, separate businesses, private property for public use, relocate homes and business etc.

* Item taken from Essential Goals & Objectives documents

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 3

3. Students will list, indicate, name, and/or select possible uses for property taxes and then prioritize the items and explain and defend their choices. K 5g K 7a K 12b S 1i

   e.g.: Build soccer field, home shelter, hospital, park etc.

4. Students will name, identify, and/or list names of people in their community that they interact with on a given day and then tell what needs are met by them. K 5f K 4c S 1m DV 2b-c

   e.g: Doctor/health care; hair stylist/hair cut; pastor/caring love

5. Students will identify, cut out, trace, and/or illustrate three pictures of members of the community and then develop, construct, write, and/or tell a paragraph about them. K 5c S 4b

   e.g.: Doctor/nurse/ambulance driver etc.

6. Students will distinguish, list, identify, and/or classify major public facilities and label them on a map of their own community. K 5h K 8e S 5a

   e.g.: Library, city hall, museums, parks, shopping areas, recreation areas etc.

7. Students will state, suggest, recite, or name activities, celebrations, and/or holidays that take place nationally. K 5a DV 3f

   e.g.: Martin Luther King Holiday, St. Patrick's Day Parade, Mardigras, Chinese New Year etc.

8. Students will describe, determine or give examples of how they can help the community environmentally and describe the benefits to the community. K 5i K 1j DV 5d

   e.g.: Recycling/curb side collection/monthly drop off Bottle returns - All save costs and use of resources etc.

9. Students will determine, describe, define, and/or state groups that their parents belong to in the community and then tell how these groups benefit the community. K 5g-h K 10d S 3i

   e.g.: Union/quality workmanship; Religious group/food & or clothes assistance; League/organized activities etc.

As applied to local communities, students will demonstrate knowledge of the basic functions of government

1. Students will examine, choose, or describe the laws which communities have in common, and then tell what the students' responsibilities are as good citizens. K 9c DV 4a DV 5f

   e.g.: Public health - do not litter etc.

2. Students will identify, recall, select, or brainstorm about current events for the week then after selecting one, students will share different feelings about the issue selected. K 2b DV 4b

   e.g.: Lunch or playground rules, city/state/or national issues etc.

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 3

3. Students will compare, determine, distinguish or list rules that all communities have in common and discuss why compliance is necessary. — K 5g, DV 5f

   e.g.: International traffic symbols, auto safety symbols, pedestrian signs etc.

4. Students will identify, describe or list rules all communities should have in common and tell how community members benefit from them. — K 1a-b, DV 5c

   e.g.: Safety - traffic maintenance etc.

5. Students will describe, determine or give examples of how they can help the community environmentally and describe the benefits to the community. — K 1j, K 5i, DV 5d

   e.g.: Recycling/curb side collection/ monthly drop off Bottle returns - All save on costs and use of resources etc.

6. Students will examine, choose, or describe the laws which their community has and then tell what the students' responsibilities are as good citizens. — K 9c, DV 4a, DV 5f

   e.g.: Public health - do not litter etc.

As applied to local communities, students will demonstrate knowledge of the six fundamental concepts of economics.

1. Students will brainstorm about what factors are to be considered when purchasing items of need and want. — K 6d, K 12e, S 1d

   e.g.: Price, quality, available funds, availability etc.

2. Students will list, indicate, name, and/or select possible uses for property taxes and then prioritize the items and explain and defend their choices. — K 7a, K 5g, K 12b, S 1i

   e.g.: Build soccer field, home shelters, hospital, park etc.

3. Students will keep a record of what they ate for lunch each day for a week and then make a chart placing the items into the proper food categories per day. — K 7b, K 12c, S 1o

   e.g.: 5 days-milk/cheese/dairy products

4. Students will collect several ads or coupons on similar items and tell what the advantages are of buying one over the other. — K 7d, S 1p

   e.g.: Cost, prices, package, design, value etc.

Core Curriculum
KNOWLEDGE OUTCOMES
Grade 3

As applied to local communities, students will demonstrate knowledge of cultural traditions and diversity

1. Students will describe, tell, express, or draw what things come from outside their community from anywhere in the world. — K 4a, K 8b, S 4d

   e.g.: Bananas, oil, silk

2. Students will name, identify, and/or list names of people in their community that they interact with on a given day and then tell what needs are met by them. — K 5f, K 4c, S 1m, DV 2b-c

   e.g.: Doctor/health care; hair stylist/hair cut; pastor/caring & love

3. Students will determine, describe, define, and/or state groups that their parents belong to in the community and then tell how these groups benefit the community. — K 10d, K 5g-h, S 3i

   e.g.: Union/quality workmanship; religious group/food & or clothes assistance; league/organized activities etc.

As applied to local communities, students will demonstrate knowledge of connections which link them to other Parts of the world.

1. Students will brainstorm about what factors are to be considered when purchasing items of need and wants. — K 12b, K 6d, S 1d

   e.g.: Price, quality, available funds, availability

2. Students will list, indicate, name, and/or select possible uses for property taxes and then prioritize the items and explain and defend their choices. — K 12b, K 7a, K 5g, S 1i

   e.g.: Build soccer field, home shelters, hospital, park etc.

3. Students will list, illustrate, suggest, and/or state the types of social groups they can belong to and tell the advantages of each. — K 11d, S 1t

   e.g.: Little league/play organized ball: brownie, cub scouts/ social skills & patriotism; religious group/ morals & values etc.

Core Curriculum
SKILL OUTCOMES
Grade 3

As applied to local communities, students will demonstrate the ability to construct meaning by reading and by gathering, interpreting and analyzing information.

1. Students will describe, tell, express, or draw what things come from outside their community from anywhere in the world. — S 4d, K 4a, K 8b

   e.g.: Bananas, oil, silk

2. Students will point out, tabulate, identify, and/or distinguish the various occupations of the members of their community. — S 1a, K 5c, K 5g-h

   e.g.: Mother is a lawyer, firefighter, doctor, teacher, salesperson etc.

3. Students will brainstorm about what factors are to be considered when purchasing items of need and wants. — S 1d, K 6d, K 12e

   e.g.: Price, quality, available funds, availability

4. Students will discuss the effects building a highway would have on their community. — S 1f, K 5b, K 5i

   e.g.: Cut down on traffic, separate businesses, private property for public use, relocate homes and businesses etc.

5. Students will list, indicate, name, and/or select possible uses for property taxes and then prioritize the items and explain and defend their choices. — S 1i, K 5a, K 7s, K 12b

   e.g.: Build soccer field, home shelters, hospital, park etc.

6. Students will name, identify, and/or list names of people in their community that they interact with on a given day and then tell what needs are met by them. — S Im, K 4c, K 5f, DV 2b-c

   e.g.: Doctor/ health care; hair stylist/ hair cut; pastor/caring & love

7. Students will collect newspaper articles showing examples of waste and state alternatives in order to conserve energy. — S 1s, K 3a

   e.g.: oil slick/double bottom boats; garbage collection/recycling; grass clippings/ compost etc.

8. Students will keep a record of what they ate for lunch each day for a week and then make a chart placing the items into the proper food categories per day. — S 1o, K 7b, K 12c

   e.g.: 5 days-milk/cheese/dairy products

9. Students will collect several ads or coupons on similar items and tell what the advantages are of buying one over the other. — S 1p, K 7d

   e.g.: Cost, prizes, package design, value etc.

10. Students will select a social studies story and distinguish, extrapolate, find, and or Circe two and three syllable words. — S 4a

    e.g.: City, county, airport, Government, Neighborhood, Newspaper

Core Curriculum
SKILL OUTCOMES
Grade 3

11. Students will identify, cut out, trace, and/or illustrate three pictures of members of the community and then develop, construct, write, and/or tell a paragraph about them. S 4b K 5c

    e.g.: Doctor/nurse/ambulance driver etc.

12. Students will locate pages that indicate where any natural resource is found using the index in the social studies text. S 4c

    e.g.: Mining pp121; forest pp34; oil pp161

13. Students by two's will categorize the text by explaining to each other what general content is found in each half of the book. S 4e

    e.g.: community make up in chapter 1, community resources in chapter 10 etc.

14. Students will identify, account for, distinguish, and/or express where specific information would be found by using the social studies text. S 4g

    e.g.: Index/location or specific information; glossary/meaning of words; chapter headings/ major topics; captions/under pictures etc.

15. Students will recognize, restate, solve, and/or relate using any printed material, where specific information can be found in the beginning, middle, or back of the chapters or divisions . S 4i

    e.g.: Chapter title/beginning; topics/middle; subtopics/following the topics

16. Students will make, prepare, suggest, and/or develop a list of school rules and propose, suggest, determine, and/or discuss a change in the rule and then determine potential undesirable outcomes. S 1g S 2d S 1v S 2e

    e.g.: Extended recess/overcrowded overlapping grades on playground, lack of sufficient adult supervision, decreased class time etc. DV 5k

17. Students will list, illustrate, suggest, and/or state the types of social groups they can belong to and tell the advantages of each. S 1t K 11d

    e.g.: Little league/play organized ball; brownie, cub scouts/ social skills and patriotism; religious group/ morals values etc.

As applied to local communities, students will demonstrate the ability to construct and interpret maps.

1. Students will distinguish, list, identify, and/or classify major public facilities and label them on a map of their own community. S 5d K 8e K 5r

   e.g.: Library, city hall, museums, parks, shopping areas, recreation areas etc.

2. Using the community map students will label the cardinal and intermediate directions in relationship to their school and/or home. S 5b

e.g.: Library is southwest of the school Museum is northeast of home etc.

3. Students will locate Michigan on a map and/or globe, then label, identify, and/or locate the cardinal and/or intermediate directions of major land and water areas in relation to their state. S 5c K 8a-b

   eg.: Michigan is west of the Atlantic ocean Mexico is southwest of Michigan

4. Students will develop, trace, and/or draw map symbols and make a legend representing the public facilities of their community including the compass rose and then place these symbols on the map. S 5e

   e.g.: Books/library; tree/park; airplane/airport; flag/school

As applied to local communities, students will demonstrate the ability to make reasoned decisions about matters of Public concern.

1. Students will make, prepare, suggest, and/or develop a list of school rules and propose, suggest, determine, and/or discuss a change in the rule and then determine potential undesirable outcomes. S 2e S 2d S 1h S 1v DV 5k

   e.g.: Extended recess/overcrowded overlapping grades on playground, lack of sufficient adult supervision, decreased class time etc.

2. Students will list examples of a disabled person, describe what things the disabled person is unable to do and what the students in turn can do to help them. S 2b DV 1c DV 5e

   e.g.: Deaf student/ unable to hear/ volunteer to be a buddy for the fire drills
   Hard of hearing/ unable to hear well/ stand close in front when speaking

As applied to local communities, students will demonstrate the ability to express their ideas about society both orally and in writing.

1. Students will roleplay, perform, practice, and/or demonstrate disputes that took place on the playground, hear all sides of the dispute(s) and then present alternate solutions. S 3b S 3d DV 4e DV 5g

   e.g.: Who won the game/ look at the rules, determine who was in charge and talk to that person, accept official ruling etc.

2. Students will determine, describe, define, and/or state groups that their parents belong to in the community and then tell how these groups benefit the community. S 3i K 10d K 5g-h

   e.g.: Union/quality workmanship; religious group/ food & or clothes assistance; league/ organized activities etc.

Core Curriculum
DEMOCRATIC VALUE OUTCOMES
Grade 3

As applied to local community life, students will begin to develop respect for themselves as well as the rights and well being of others.

1. Students will define, determine, give examples of or brainstorm about the things in the community that are protected and affected by laws and then list those types of laws. DV 1a-c

   e.g. Traffic laws, building codes, fire codes, handicap laws, security laws etc.

As applied to local community life, students will begin to develop respect for cultural differences among people.

2. Students will state, suggest, recite, or name activities, celebrations, and/or holidays that take place nationally. DV 3f, K 5a

   e.g. Martin Luther King Holiday, St. Patrick's Day Parade, Mardigras, Chinese New Year etc.

As applied to local community life, students will begin to develop respect for fair classroom rules as well as local, state, and national laws.

3. Students will examine, choose, or describe the laws which communities have in common, and then tell what the students' responsibilities are as good citizens. DV 4a, DV 5f, K 9c

   e.g. Public health - do not litter, etc.

4. Students will identify, recall, select, or brainstorm about current events for the week then after selecting one, students will share different feelings about the issue selected. DV 4b, K 2b

   e.g. Lunch or playground rules, city/state/ or national issues etc.

5. Students will compare, determine, distinguish or list rules that all communities have in common and discuss why compliance is necessary. DV 5f

   e.g. International traffic symbols, auto safety symbols, pedestrian signs etc.

6. Students will identify, describe or list rules all communities should have in common and tell how community members benefit from them. DV 5c, K 1a-b

   e.g. Safety - Traffic maintenance etc.

7. Students will describe, determine or give examples of how they can help the community environmentally and describe the benefits to the community. DV 5d, K 1j, K 5i

   e.g. Recycling/Curb side collection/monthly drop off/bottle returns - All save on costs and use of resources etc.

Core Curriculum
CIVIC PARTICIPATION OUTCOMES
Grade 3

As applied to community life, students will participate constructively in drafting and upholding school rules.

1. Students will make, prepare, suggest, and/or develop a list of school rules and propose, suggest, determine, and/or discuss a change in the rule and then determine potential undersirable outcomes. — S 1h, S 1v, S 2d, S 2e, DV 5k

   e.g.: Extended recess/Overcrowded overlapping grades on playground, lack of sufficient adult supervision, decreased class time etc.

As applied to community life, students will Participate constructively in Peaceful resolution of disputes between students

2. Students will roleplay, perform, practice, and/or demonstrate disputes that took place on the playground, hear all sides of the dispute(s) and then present alternate solutions. — S 3b, S 3d, DV 4e, DV 5g

   e.g.: Who won the game/Look at the rules, determine who was in charge and talk to that person, accept official ruling etc.

As applied to community life, students will participate constructively in group decision-making.

3. Students will list, illustrate, suggest, and/or state the types of social groups they can belong to and tell the advantages of each. — K 11d, S 1t

   e.g.: Little League/Play organized ball; Brownie, Cub Scouts/Social skills and patriotism; Religious group/Morals and values etc.

4. Students will list examples of a disabled person, describe what things the disabled person is unable to do and what the students in turn can do to help them. — S 2b, DV 1c, DV 5e

   e.g.: Deaf Student/Unable to hear/Volunteer to be a buddy for the fire drills
   Hard of Hearing/Unable to hear well/Stand close in front when speaking

5. Students will determine, describe, define, and/or state groups that their parents belong to in the community and then tell how these groups benefit the community. — K 10d, S 3i, K 5gh

   e.g.: Union/Quality Workmanship, Religious group/Food & or Clothes assistance, League/Organized activities etc.

As applied to community life, students will participate constructively in cooperative efforts to Promote the common good in their local community

1. Students will state, suggest, recite, or name activities, celebrations, and/or holidays that take place in their community. — K 5a, DV 3f

   e.g.. Martin Luther King Holiday, St. Patrick's Day parade, Mardigras, Chinese New Year etc.

Core Curriculum
CIVIC PARTICIPATION OUTCOMES
Grade 3

2. Students will examine, choose, or describe the laws which their community has and then tell what the students' responsibilities are as good citizens. K 9c DV 4a DV 5f

   e.g.: Public health - do not litter, etc.

3. Students will identify, describe or list rules all communities should have in common and tell how community members benefit from them. K 1a-b DV 5c

   e.g.: Safety - Traffic maintenance etc.

4. Students will describe, determine or give examples of how they can help the community environmentally and describe the benefits to the community. K 1j DV 5d

   e.g.: Recycling/Curb side collection/Monthly drop off/Bottle returns - All save on costs and use of resources etc.

MICHIGAN COUNCIL FOR THE SOCIAL STUDIES

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